



# HODGE HILL GIRLS' SCHOOL

"Educating tomorrow's women today"

## Curriculum Policy

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## Curriculum Intent

### 1.1 Rationale

The curriculum should inspire and challenge all learners and prepare them for the future. The school's aim is to develop a broad and balanced curriculum for every student that builds on their experiences in Key Stage 1 and Key Stage 2 and that helps all of them to become successful learners, confident individuals and responsible citizens.

The curriculum should help young people to:

- achieve high standards and make excellent progress.
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- be challenged and stretched to achieve their potential.
- enjoy and be committed to learning.
- value their learning outside of the curriculum and relate experiences to the taught curriculum.

### 1.2 Curriculum Aims

**Our curriculum aims to:**

- Promote a positive attitude towards learning and the school PRIDE values.
- Have a curriculum that is fit for purpose and meets the requirements of the National Curriculum.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support within a supportive, rights respecting environment.
- Offer a broad and balanced entitlement to all students.
- Provide equal opportunities for all students regardless of gender, aptitude or cultural, ethnic or religious background.
- Provide subject choices that support pupils' learning and progression and enable them to work towards achieving their goals.
- Provide vocational and academic courses which meet the needs of students and prepare students with the skills required for local employment sectors.
- Provide an educational experiences and accreditation to meet the needs of our students and our local area.
- Work with Primary Schools to ease transition.



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- Provide continuity and progression from the point of transfer to the time of leaving school.
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment.
- Prepare students for further study, the world of work and to become active, **responsible** citizens.
- Demonstrate excellence in learning and teaching.
- Promote the development of positive character traits and virtues.
- Nurture the talents of all and celebrate success.
- Involve parents/carers and the community.
- Provide a variety of activities which bring about effective learning, provide appropriate challenges for all students and lead to achievement for all students.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Develop positive personal character traits and civic values.
- Embed in students Fundamental British Values and Social, Moral, Spiritual and Moral purpose.
- Support pupils' physical development and responsibility for their own wellbeing and enable them to be active.

## **Our curriculum will:**

- Lead to qualifications that hold currency for employers and for entry to further education.
- Fulfil statutory requirements.
- Enable students to fulfil their potential.
- Meet the needs of young people of all abilities.
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- Prepare students to make informed and appropriate choices at the end of key stage 3, key stage 4 and beyond.
- Help students develop enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- Equip students with transferrable skills.
- Ensure continuity and progression within the school.
- Help students to use language and number effectively.
- Help students develop personal moral values, respect for religious values and tolerance of other cultures, beliefs and ways of life.
- Help students understand the world in which they live.
- Help students develop positive character traits, virtues and civic values to help them flourish as global citizens.



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## 1.3 Legalisation and guidance

This policy reflects the requirements of the National Curriculum programmes of study which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

## 1.4 Roles and responsibilities

**The Governing body will also ensure that:**

- The Headteacher is held to account for the effectiveness and implementation of this policy.
- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school provides a "broad and balanced curriculum" which includes all subjects stipulated within the National Curriculum, and enough teaching time is provided for pupils to cover the mandatory content within each subject and the other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and those with disabilities (SEND).
- All courses provided for pupils that lead to qualifications, such as GCSEs, are approved by the department for education and are included within performance tables.
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.

**The Headteacher is responsible for ensuring that this policy is adhered to, and that:**

- All statutory elements of the curriculum, and those subjects, which the school chooses to offer, reflect the aims of the school and meet the needs of pupils in the school.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governors annually.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The Governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The Governing body is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND and those with disabilities.



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The Deputy Headteacher for Curriculum will ensure that:

- They oversee curriculum structure, development, and delivery in response to school and local needs, alongside national initiatives and statutory requirements.
- The curriculum is appropriate, challenging, and relevant whilst following guidance from the Department for Education and examination awarding bodies.
- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school. This will include how the subject will be taught and assessed.
- They monitor curriculum developments and initiatives at a national to ensure that the school is at the forefront of effective practice.
- Changes to curriculum are shared with Faculty Leaders and the Governing Body.
- They lead and support Faculty and Subject leaders in the process of curriculum development and implementation.
- The school timetable is designed based on curriculum planning with an emphasis on best value for money in terms of staffing and resources.
- Pupils and parents/carers are kept informed of curriculum change and supported with decisions regarding option choices.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually.
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- The governing body is advised on statutory targets in order to make informed decisions.

The Assistant/Deputy Headteachers (with responsibility for line management of faculties) will ensure that:

- they have an oversight of curriculum structure and delivery within each link department.
- detailed and up-to-date schemes of learning are in place for the delivery of courses within each key stage.
- levels of attainment and rates of progression are discussed with Faculty Leaders on a regular basis and that actions are taken where necessary to improve these.



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Faculty/Subject leaders will ensure that:

- Long term planning is in place for all courses. Long term plans contain due consideration to prior and future learning within the subject area through a spiral curriculum, ensuring a logical progression from students starting point upon entry to the school and what they need to understand by the time they leave the school.
- Long term plans link directly to the National Curriculum and allow for complete coverage of the mandatory content.
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a specific course with shared lesson planning and resource in subjects for lessons.
- Schemes of learning encourage progression at least in line with national standards.
- Schemes of learning promote development of skills, including resilience, independence and reflection.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students whilst also being approved for inclusion in government performance measures.
- Assessment is appropriate to the course and the students following particular courses and that there is a consistent approach towards assessment.
- They keep the Deputy Headteacher Curriculum informed of proposed changes to curriculum delivery.
- All relevant information/data is shared with the Data team. This includes meeting deadlines related to assessments, exam entries etc.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- They oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.
- They ensure that a range of enrichment opportunities are made available to students to improve progress and enhance their enjoyment of the curriculum.

**Teaching staff and learning support staff will:**

- Ensure that the school curriculum is implemented in accordance with this policy.
- Deliver the content depicted within the faculty planning.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.



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- Adapt the curriculum for individual classes when data indicates that it is not meeting the needs of specific groups of students.
- Adapt the curriculum for individual students when data indicates that it is not meeting the needs of the individual.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

#### **Students will:**

- Receive a high-quality education that is designed to meet their learning needs, and which will equip them with the skills they need to thrive throughout their lives.
- Be expected to fully engage with the curriculum delivered through lessons and enrichment days.
- Will receive co-ordinated support to enable them to make the appropriate curriculum choices in year 9 for GCSE/vocational courses at key stage 4.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.

#### **Parents and carers will:**

- Be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Work with the school to support their child's learning.
- Be informed about the curriculum on offer and the rationale behind it.
- Be informed of any decisions to change the setting of their children.



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## **2. Curriculum Implementation**

### **2.1. Curriculum Organisation**

The timetable is based on two weekly timetables organised into 25 lessons a week. There are 5 lessons of 1 hour each day, and a 30 minute form period. Pupils are taught in different sets for each subject depending upon the needs of the subject, these may be mixed ability set, or ability profiled within their curriculum band. Options subjects are taught in mixed ability groups.

The curriculum is currently organised as follows:

- Years 7, 8 and 9

Pupils will study English, Mathematics, Science, Computing, Art, Design Technology, Food,, Physical Education, Drama, Music, Geography, History, Religious Studies, PSHCE (Personal, Social, Health and Citizenship), Drama and one Modern Foreign Language (French, Spanish or Urdu).

During the Spring Term Year 9 pupils will consider their GCSE options. They will be supported carefully in this process, through curriculum evenings, subject presentations, parental meetings with teaching staff and parental guidance.

We offer a wide choice of optional GCSE courses including History, Geography, French, Spanish, Urdu, Fine Art, Business Studies, Citizenship, Computer Science, Drama, Design and Technology, Health and Social Care, Music, Sport Studies, photography, Art – 3D design, Triple award science and Hospitality and Catering.

During the academic year pupils in Years 7, 8 and 9 will sit examinations in all subjects and reports will be sent home to show progress. A more detailed breakdown of subject allocations can be found in Appendix A.

- Years 10

Pupils follow a core curriculum leading to appropriate qualifications in English Language, English Literature, Mathematics, Science (combined or triple award) and Religious Studies. Everyone will also study compulsory non-examined subjects like Physical Education and PSHCE and be given Careers Education, Information Advice and Guidance (CEIAG). Physical Education and PSHCE will be delivered as discrete subjects in the curriculum. The others will be integrated into enrichment days or embedded into the other curriculum subjects. Students in year 10 will study up to 4 optional subjects that they chose during the options process in year 9. Students in the current year 10 will continue with a similar structure into year 11.

- Year 11

Pupils follow a core curriculum leading to appropriate qualifications in English Language, English Literature, Mathematics, Science (combined or triple award) and Religious Studies. Everyone will also study compulsory non-examined subjects like Physical Education and PSHCE and be given Careers





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Education, Information Advice and Guidance (CEIAG). Physical Education will be delivered as a discrete subjects in the curriculum. The others will be integrated into enrichment days or embedded into the other curriculum subjects. Students in year 11 study up to 4 optional subjects that they chose during the options process in year 9.

## **2.2. Cross Curricular Themes**

There are themes, which are embedded in the school's curriculum and taught through the full range of subjects, form time, PSHCE and Enrichment days. These include:

- Careers Enterprise Work Related Learning
- Citizenship
- Character education/Resilience training
- Study/revision Skills

There are numerous enrichment days throughout the year e.g., STEAM week, aspirations day, careers week. These provide opportunities for all students to follow a diverse range of curricular and extra-curricular experiences. Pupils take part in a variety of workshops. There are also a number of field trips where pupils visit various Art Galleries or museums; take part in outdoor adventurous activities; the annual trip STEAM in addition to Geography Field Trips.

Further details can be found in our 'learning outside the classroom policy' and the 'out of hours learning policy'.

## **2.3 Spiritual, Moral, Social and Cultural Development**

We believe that spiritual and moral development is fundamental to the whole educational experience. Through the PRIDE ethos of the school, collective worship and assembly time, the personal support system, the teaching of Religious Education and the National Curriculum we endeavour to convey to our pupils' principles and values which reinforce the difference between right and wrong, good and evil, together with an understanding of the reasons for the difference. We emphasise the importance of telling the truth, respecting the rights and property of others, acting considerately towards others, helping others less fortunate than ourselves and taking responsibility for our own actions. We reject bullying, deceit, cruelty, irresponsibility, and dishonesty.

By offering pupils opportunities to contemplate and to ask questions about the meaning and purpose of life, we strive to increase their spiritual awareness and help them towards a better understanding of themselves and a clearer perception of the value and importance of relationships with other people.

Further details can be found in the 'Spiritual, Moral, Social and Cultural Education Policy' and the 'Sex and Relationships Policy'.



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## **2.4 Careers Education**

Careers Education, Information, Advice and Guidance Careers Education and Guidance has a high status within the school. A planned programme of support and guidance within the PSHCE curriculum begins in Year 7 and continues every year through to Year 10. As a school follow the eight Gasby Benchmarks for career guidance.

Decisions on potential careers are further supported on the annual aspirations' day where every year group in the school takes part in activities relating to careers. We also offer one to one career interviews to all pupils. Pupils are fully aware of the effects of stereotyping in relation to career choice and aspirational thinking is systematically encouraged and supported. Further details of the careers education programme can be found in the Careers Policy

## **2.5 Work Experience**

All pupils have the opportunity to participate in a work experience scheme where they are able to sample first-hand the world of work. The aim is always to give all students the opportunity to experience an external work experience placement, although this is subject to risk assessments being completed. If it is felt that it is not safe for a student to attend their chosen work placement, then an alternative experience will be provided in school.

Pupils receive thorough preparation and debriefing through a structured programme in PSHCE with support and guidance from staff. The programme usually takes place for one week in the summer term of Year 10



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## **2.6. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Pupils with high prior attainment
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan and adapt lessons so that pupils with SEND and/or disabilities can study every National Curriculum subject and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

## **3. Curriculum Impact**

### **3.1 Monitoring arrangements**

Governors will monitor coverage of National Curriculum subjects and compliance with other statutory requirements.

The governing body will receive an annual report from the Deputy Headteacher Curriculum on:

- The progress and attainment for each subject compared with national and local benchmarks for the leaving year 11s.
- The number of students for whom the curriculum was disapplied and the arrangements which were made.

The governing body will receive a termly report from the Deputy Headteacher Curriculum on:

- The standards achieved at the end of each term for every year group taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.

This policy will be reviewed annually by the Deputy Headteacher (Curriculum). At every review, the policy will be shared with the full Governing body.



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#### **4. Links with other policies**

This policy links to the following policies and procedures:

- Assessment, Feedback and Presentation policy
- Learning outside the classroom
- SMSC Policy
- Examination policy
- RSE policy
- Remote learning policy
- SEND policy and information report.
- Special educational needs and disabilities SEND policy.
- Careers strategy policy
- Policy access policy



